

**Texas Education Agency
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and
Industry Cluster Innovative Academies (ICIA) Planning**

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY Write NOGA ID here: RECEIVED TEA INFORMATION AGENCY - 9 - 11:58
Grant Period:	February 23, 2018, to June 15, 2019	Place date stamp here
Application deadline:	5:00 p.m. Central Time, January 9, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Heidi Flynn: PTECH@tea.texas.gov; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Pioneer Technology & Arts Academy	057850	Fate Campus	
Vendor ID #	ESC Region #		
Mailing address		City	State ZIP Code
3200 Oates Drive		Mesquite	TX 75150
Primary Contact			
First name	M.I.	Last name	Title
Shubham		Pandey	Superintendent
Telephone #	Email address		FAX #
9723759672	Shubham@ptaaschool.org		4693012135
Secondary Contact			
First name	M.I.	Last name	Title
Barbara		Hirsch	Grant Coordinator
Telephone #	Email address		FAX #
2103780718	Bhirsch40@gmail.com		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Shubham	M.I. Last name Pandey	Title Superintendent
Telephone # 9723759672	Email address shubham@ptaaschool.org	FAX # 4693012135
Signature (blue ink preferred)		Date signed

01/04/18

Only the legally responsible party may sign this application.

701-18-102-015

Schedule #1—General Information

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds		<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Part 3b: Revised Budget For Federal Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH ☒ ICIA ☐ Both

Pioneer Technology & Arts Academy (PTAA) - Fate is requesting funds from the 2018-20 PTECH and ICIA Planning Grant to facilitate the planning and program design for implementation of an ICIA campus program as a means to further fulfill the school's mission to empower and engage students to reach their full potential as global STEM leaders who will have the skillset and academic knowledge base to meet the job market needs of their local, national, and global communities. PTAA will use grant funds to improve academic achievement of a student population anticipated to consist of educationally disadvantaged students in the Fate, TX areas who are in need of various opportunities to be exposed to and trained within a challenging, engaging, STEM-focused environment designed to prepare them to gain industry and academic knowledge to best meet local, national, and international workforce needs.

The rationale for this decision is based on prospective student and parent data (informal and formal) as well as other relevant data, including but not limited to local student population testing data (STAAR), local population demographics (i.e. average household income, number of parents with 2 or 4 year degrees, etc.). Based on this data, PTAA – Fate campus proposes to host a whole school model program consisting of the ICIA model. Based upon the research, there is no program of similar structure to the ICIA model in the proposed area. Also, based upon local demographic data, the population of students anticipated to be served by the campus should be more in favor of and better served by an option that would allow students to pursue postsecondary degrees in manners aligned best with the educational goals of the local community. PTAA- Fate campus and district leaders anticipate that the ICIA option would appeal to the economically disadvantaged populations that may be more willing to pursue advanced postsecondary degree options (bachelor's and beyond) if a job opportunity has been secured that allows a source of income to pay for tuition, fees, and other costs. Given that studies show that students who have parents who have earned an advanced degree are more likely to earn an advanced degree and the ICIA model allows student these opportunities but on shorter time scale than PTECH, the district leadership believes that the ICIA models would best serve the projected student populations. However, please note that other high school campuses within the PTAA district are better suited for the PTECH model.

In consultation with the North Central Texas Workforce Board, the Leadership Team selected Architecture and Construction as the industry cluster focus for the proposed ICIA program. In the proposed program, PTAA would utilize its current signed MOUs with University of Texas-Arlington, Sigma Surveillance, Harditech, and Kimley- Horn and Associates, as well as Advanced Placement curriculum and Project Lead the Way to enable participating students to earn college credits and participate in Work Based Learning experiences (i.e. job shadowing, industry fairs, field trips) in 9th grade. PTAA-Fate will open in August, 2018 with grades 6,7, and 8. During this year, PTAA will utilize grant funds to lay the foundation for the ICIA program for the 9th grade class of the 2019 – 2020 SY. The recruiting plan for the proposed program targets middle school students based on online career exploration assessment results. A summer camp would be offered to engage students in the culture of the P-Tech/ICIA model, to offer TSI prep, and to strengthen their skills in time management, stress management and the other skills necessary for academic and workplace success. PTAA as a district, including the Fate campus, are registered as TSI testing site. A pre-assessment TSI will be administered at the beginning of 9th grade. Beginning in the 2019 – 2020 SY, incoming freshmen students will participate in a yearlong bridge program that includes weekly tutorials for TSI areas of weakness. Targeted activities, tutorials, and interventions specifically related to TSI success will be ongoing throughout the year. Interventions and support will include an after school TSI Academy, which will be focused tutorials on content with which the student struggles. PTAA also plans to use Khan Academy to support program students. PTAA will develop a plan to allow students to complete the TSI assessment in May of their freshman year. This baseline TSI score will be used to guide their individual growth plans throughout high school, as prescribed by the counselor. PTAA waives exam fees for all students in the district. The proposed ICIA program at PTAA-Fate will operate as a whole- school model to insure all our students can fulfill their potential, earn industry certifications, and an AA degree.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Utilizing grant funds, PTAA-Fate would like to establish the groundwork for the program. PTAA plans to allocate \$25,000 of the available federal funds to hire a Program Director (who will also serve as a Career Counselor) to undergo training, inform the leadership team of best practices, and lay the framework for a program best suited to participant needs. Additionally, PTAA- Fate will allocate \$25,000 of available state funds to provide training and resources to the instructional staff to learn and review best practices for the ICIA model, which is similar to an ECHS model. Grants funds will be used to fund registration to the Early College High School Dual Credit Conference (hosted by the North Texas College Consortium) in April 2018, the TEA/TECB ECHS Best Practices Summit in August 2018, and the Advancement via Individual Determination (AVID) Summit in Summer 2018. The networking and best practices learned at all three conferences/summits will be incorporated into the overall design of the program to best support the achievement of all students, especially traditionally under-represented groups in the program.

The goals of the grant relate to the demonstrated goals of the campus as follows:

Students to Earn High School Diploma, an Associate's degree, and work credentials by high school graduation

Utilizing the best practices learned at the ECHS Conferences, PTAA- Fate campus will develop a minimum of one program pathway by the first year of implementation (2019 – 2020 SY) and two additional program pathways by the third year of operation (2021 – 2023 SY). The first two program pathways will address the Architecture and Construction career field, which is identified by the Workforce Commission of North Central Texas and the Governor, as a high-demand field. The third developed program pathway will be developed in conjunction with the local workforce commission and will address the Information and Computer Technology/Digital Technology cluster.

Establishing seamless student pathways in skilled, high wage, high demand career areas

Utilizing the networking and best practices learned at the two ECHS conferences, PTAA – Fate will establish both a Leadership team and an advisory council for the program. The Leadership team will meet on a monthly basis and will consist of campus representatives and stakeholders (i.e. principals. Teachers, and where appropriate, parents and students), IHE representatives (both 4 year and 2 year IHEs) and local business and community members. The advisory council will meet quarterly or a minimum of once a semester and will consist of many of the same individuals as the leadership team but more business/industry partners. These two teams will provide guidance to the school program to ensure it is meeting local student and workforce needs as well as provide a seamless crosswalk between the campus, community colleges, local colleges/universities, and local businesses.

Articulated Agreements and Partnerships between school, business, community, and IHEs

The leadership team will consist of school stakeholders as well as IHE and business partners, all of which will have an articulated agreement with PTAA- Fate to best support the two program pathways.

Increased Access of traditionally underrepresented groups in higher education and STEM workforce

PD will be provided to program staff regarding research-based strategies to best support the individual achievement of each of the participating students. Special emphasis will be placed on training regarding increasing the motivation and achievement of traditionally underrepresented groups. Utilizing AVID program and resources, staff will build exemplary wrap-around support systems focused upon teaching skills and behaviors for academic success, providing intensive support with tutorials and strong student/teacher relationships, and creating positive peer groups for students

Meeting Workforce Needs of Texas

Students who participate in the program will be enrolled in one of three available program pathways that align with the high demands workforce needs identified by the local workforce commission. Additionally, the majority of work-based experiences will be met by local businesses. The only exception to these experiences is the international internship for upper level high school students specified in the district charter. The purpose of this experience is to help the STEM industry, as a whole, better meet the need for globally trained STEM professionals working in a local capacity.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$	\$0	\$25000	\$	\$25000
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$	\$0	\$0	\$	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$	\$0	\$0	\$	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$25000	\$	\$25000	\$0	\$	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0	\$0	\$	\$0
Total direct costs:			\$25000	\$	\$25000	\$25000	\$	\$25000
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	N/A	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$25000	\$	\$25000	\$25000	\$	\$25000

Administrative Cost Calculation

Enter the total grant amount requested:	\$25000	\$25000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$2500	\$2500
This is the maximum amount allowable for administrative costs, including indirect costs:	\$2500	\$2500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds				
County-district number or vendor ID: 057850003			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted (State Funds)	
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$0
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$0
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) -Federal Funds			
County-district number or vendor ID: 057850003		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
Program Management and Administration			
1 Project director		1	\$25000
2 Project coordinator			\$
3 Support Staff directly working on the program			\$
Other Employee Positions			
4 Title			\$
5 Title			\$
6 Title			\$
7	Grand total:		\$25000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds		
County-district number or vendor ID: 057850003		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$0
Schedule #8—Professional and Contracted Services (6200) – Federal Funds		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300) – State Funds		
County-District Number or Vendor ID: 057850003		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6300	Total supplies and materials that do not require specific approval:	\$0
Grand total:		\$0

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
63XX	Technology not capitalized	\$0
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$0
6300	Total non-consumable supplies and materials that do not require specific approval:	\$0
Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400) – State Funds		
County-District Number or Vendor ID: 057850003		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$25000
Grand total:		\$25000

Schedule #10—Other Operating Costs (6400) – Federal Funds		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – State Funds				
County-District Number or Vendor ID: 057850003			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – Federal Funds				
County-District Number or Vendor ID: 057850003			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since PTAA- Fate is scheduled for initial opening in the 2018 – 2019 SY, school leaders and stakeholders conducted the following activities when assessing the need for the 2018 – 2019 PTECH and ICIA Planning grant based upon the project needs: 1) Comprehensive Review of public, private, and charter schools in the area (academic performance, accountability ratings, curriculum, attendance zones/boundaries, philosophy, design, student populations, etc.), 2) Review of student demographics and community characteristics (educational levels, socio-economic status, and related statistics), 3) Review of staffing needs and Leadership Team qualifications (experience, prior appraisals, expertise, and special skills); 4) Review of planned curriculum materials needed and related school operational costs, 5) Informal interviews with prospective parents and business/community members, and 6) Review of community involvement, partnership possibilities and needs. The budget for this grant was determined after a thorough needs assessment by the leaders and stakeholders; the needs were then prioritized based upon overall impact and alignment with the goals and objectives of the grant program, the mission and vision of the school, and academic success of each student.

PTAA – Fate will be located in the Rockwall county region of Dallas, TX, specifically in the city of Fate, TX. Fate, TX is a fast growing city of approximately 8800 people (as of 2014). The population is predominantly white (64%) with 18% Hispanic, 12% Black, 5% mixed races and less than 1% of both Asian and American Indian. The community is predominantly middle class with the estimated median household income of \$107,011. Over 96% of the population has achieved a high school diploma or higher; however, only about half of that has completed a bachelor's degree. Likewise fewer than 10% have received a graduate or professional degree. Fate, Texas is served by the Royse City Independent School District, which would benefit from having a program of this structure. According to the 2016 – 2017 TAPR, Royse City ISD has the following demographics: 34% At-risk, 34% economically disadvantaged, and 10% ELL. The demographics of this district reflect diverse student populations made up largely of the following: 32% Hispanic, 6% African-American and 58% White. The special populations: ELL, Economically Disadvantaged and Special Education students consistently perform lower on academic measures related to post secondary (college and career) readiness, such as dual credit/Advanced course completion rates, college ready graduates, and completion of 12 or more postsecondary credits. Closing this gap and ensuring each student is college and workforce ready are focal points of this program. Data from the TAPR reports from Royse City ISD show that while 34% of all district students were classified as college ready graduates, only 25% of Economically Disadvantaged students were classified as such. Similarly, while 83% of all graduates for the district in the 2015 – 2016 SY were classified as College and Career ready, fewer than 10% of Royse City ISD students completed 12 or more postsecondary credit hours in the 2015 – 2016 SY. These numbers were even lower for SPED (0%) and Econ. Dis. (2.2%) populations. While Royse City ISD has two public high schools for its students – Royse City High School and H.H. Browning Academy, neither of these campuses offer programs that are similar in nature to an ICIA. PTAA- Fate would be the first campus in the area that offered these opportunities to students in these areas, thereby increasing the percentage of students meeting the college and career readiness criteria as measured on the TAPR report.

The U.S. Dept. of Labor estimates there will be more than 9 million STEM jobs to fill by 2022, and the United States will only be able to produce enough qualified candidates to fill less than 50% of them. Women and minorities are under-represented in STEM fields. Today, just 19% of engineering, 17% of computer science degrees, 39% of physical sciences and 43% mathematics degrees are awarded to women. According to 2010 data from the National Science Foundation and the U.S. Census Bureau, underrepresented minorities earned 18.6 percent of total undergraduate degrees from 4-year colleges, but only 16.4 percent of the degrees in science fields and less than 13 percent of degrees in physical sciences and engineering. Clearly there is a need to do more. According to the Dallas Workforce Commission Quarterly report in Oct 2017, STEM fields (i.e. Architecture & IT) ranks among the top projected job needs of the future.. Providing students with early opportunities to gain certification and needed degrees for these areas would greatly benefit the ability of the local area to meet these workforce demands in these areas.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To establish wrap around strategies to provide social, emotional, and academic support to participating students, including those from underrepresented populations in STEM fields (e.g. females, minorities, SPED, and LEP students)	Using grant funds, PTAA will establish an AVID program on campus designed to use research-based strategies and curriculum to train educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. These strategies will be employed into the core of the program's mentoring and academic support systems for the students.
2.	To establish equal opportunity recruitment strategies to target all interested students, especially those from under-represented populations (e.g. females, minorities, SPED, and LEP students)	Using grant funds, PTAA will hire a Program director, whose assigned duties will be oversight of the development and management of both the ICIA programs, including the recruitment and engagement efforts. Recruitment tools will be offered in both Spanish and English. The program director will also track relevant student data, such as the percentage of traditionally underrepresented groups in the program, and their progress. Implementation plans will be developed and carried out based on ongoing feedback and data.
3.	To increase the number of students eligible for and meeting local workforce development needs	The programs planned for and implemented by the grant will be the result of a collaborative effort between PTAA – Fate, the local colleges and universities offering dual credit and certification courses, and local businesses to offer students the opportunity to earn a high school diploma, an associates degree, and industry recognized certification to meet local high needs workforce demands and pursue a bachelor's degree.
4.	To recruit, develop and retain a highly effective program staff and provide them with the resources and training to support academic achievement.	Grant funds will be used to hire and provide salary for a Program Director to oversee the development, hiring, and management for the program. Ongoing Professional Development will be provided for program staff to ensure they have regular support and guidance. Using grant funds, PTAA will fund registration to best practices conferences for ECHS and similar program to best learn and adapt best practices for the program.
5.	To establish a highly effective leadership team and advisory council to ensure that developed program pathways meet local workforce needs and address student needs/ interests to graduate with a high school diploma, associates degrees, and industry certification.	The program director will oversee the development of a leadership team, consisting of campus leadership and stakeholders, IHE representatives, and local business representatives to assist with the guidance and direction of the program. The leadership team will be responsible for designing and approving program pathways as well as contributing to student work based and dual credit learning experiences.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Effectiveness of wrap around services for student social, emotional, academic support	1.	AVID training completion documented
		2.	Advisory curriculum documented
		3.	Attendance, grades, discipline data collected
2.	Track Recruitment of underrepresented minorities, LEP, SPED, females, Econ. Dis. At-Risk students	1.	Hiring of Program Director documented
		2.	Artifacts of outreach and marketing efforts made
		3.	PEIMS data reflect higher percentages of underrepresented populations than area served
3.	Track the number of students eligible for and meeting local workforce development needs	1.	TSI pass rate data
		2.	Industry certification data
		3.	Hiring data for students
4.	Track recruitment, hiring and retention of highly effective program staff	1.	Artifacts of recruitment data & hiring data
		2.	Teacher turnover rate
		3.	Conference registrations and attendance documentation
5.	Track establishment of a highly effective leadership team and advisory council	1.	Roster of member with job titles
		2.	Meeting dates and agendas
		3.	Meeting minutes

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA will begin data collection and reporting to document outcomes for management purposes and to correct problems that may arise. The ongoing application program will track numeric and demographic targets for enrollment. TSI data, sophomores PSAT/NMSQT data, college grade and attendance data provide feedback on college readiness levels and will be used to design individualized interventions for students.

The program goals include ensuring that students earn both a high school diploma and an associates degree as well as industry certification at the time of high school graduation. Data on CTE coherent sequence courses, endorsements and college credits will be gathered through quantitative means as described, and qualitative surveys, interviews, and focus groups each semester. To ensure industry partners needs are met, industry standards are integrated into the curricula and Work Based Learning experiences. Interviews will be held each semester with colleges, teachers and industry.

The Program director will be responsible for tracking program-related data, such as offered TSI activities, aggregated program participant numbers, and academic data for each student across each grade level and program pathway. This data will be collected, reviewed and reported on a monthly basis to the program leadership team, who will undergo a root cause analysis to develop innovative strategies to proactively address and correct any issues.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA – Fate campus proposes to host a whole school program model consisting of the ICIA model. The rationale for this decision is based on a thorough analysis of local needs as determined by prospective student and parent data (informal and formal) such as local student population testing data (STAAR), local population demographics (i.e. average household income, number of parents with 2 or 4 year degrees, etc.). However, there is no program of similar structure to the ICIA model in the area.

The proposed ICIA programs is designed to meet local workforce needs by facilitating partnerships between high school campuses, IHEs and local businesses to allow participating students to earn an associate's degree and industry certification in conjunction with a high school diploma while participating in work based learning experiences. ICIA participants will need to earn one industry-recognized certification and only 200+ hours of charted work hours over the course of the five year ICIA program. The proposed program at full capacity will serve no than 100 students per grade level, scaled up to 500 students at maximum capacity.

PTAA- Fate proposed program would employ a combination of dual credit by examination courses (i.e. Advanced Placement and Project Lead the Way courses) and dual credit by completion courses (though articulated agreements with IHEs (both local and online) for students to meet the requirements for the associates degrees. This model is in alignment with program goals as well as district goals identified in the district charter. The combination of the articulated dual credit would allow for students to begin earning college credit as early as 9th grade prior to meeting TSI requirements. The AP and PLTW programs would be offered on campus for students whereas the dual credit courses would be offered on the IHE campus, online, or on campus taught by a dual credit certified instructor. Each successive year in the program, students would take more and more dual credit courses, albeit semester hours for individuals students would be determined based on student needs and in compliance with HB 505.

The hired Program Director will oversee the management and development of program. This duty includes the oversight of the student recruitment process. The student recruitment process for both programs will begin with awareness activities for our currently enrolled 7th and 8th grade students and families at local campuses (in the PTAA district and Royse City district). These activities include family nights and industry cluster night, STEM industry student fair, college and work site tours for both parents and students as well as promotions at our campuses and advertisements on the district web site and Twitter feed. While these activities will be geared towards students who have yet to begin high school, information will also be provided for students who have already begun high school and wish to enroll at the Fate campus for one of the programs. The 9th grade year will look the same for all students, regardless of which program is ultimately joined; therefore, students are not required to designate a program choice until the end of 9th grade year. Students may designate program choice earlier, if desired.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In collaboration with the leadership team and advisory council, the program director will review the information regarding the area's high demand, high paying workforce needs. Based upon these needs, the program director and leadership team will develop a crosswalk detailing the available IHE certificate programs and degree programs that best align the identified workforce needs. This information will be the basis for the developed program of study. Preliminary data review conducted by current district personnel have identified that the industry clusters identified by the governor that will be the focus of the PTAA-Fate campus crosswalk will be the Architecture and Construction cluster as well as the Information and Computer Technology cluster. Based upon these identified areas, the program director will develop a program of study that combines the unique district dual credit model which combines dual credit by examination opportunities through Advanced Placement and Project Lead the Way courses with dual credit by completion courses through IHE articulated agreements. Currently, the district has articulated agreements with UT – Arlington and is in the process of securing an agreement with Eastfield Community College. However, preliminary research identifies Richland Community College as an critical IHE partner for the development of the Architecture and Construction program pathway. A MOU with the Richland institution will be secured during the grant implementation period. In accordance with HB 505, there are no grade level limits or limits on the number of courses a student can take per semester but rather each student's pathway is personalized to that individual statement and course pre-requisites, as determined by the IHE and LEA.

Statutory Requirement 3: Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students at PTAA-Fate ICI Academy will graduate from high school within five years (from the time they enter 9th grade) with an Associate's Degree and an industry recognized certification in a field related to Architecture and Construction, thereby making them competitive applicants for jobs in the lucrative construction and IT fields or have the option to continue their studies toward a variety of postsecondary options, including a bachelors in Architecture, Civil Engineering, and/or additional certificate programs, such as computer programming, user and computer support, network administration. Students will have accumulated articulated and dual credits from Eastfield Community College, UT-A, Advanced Placement Courses, PLTW courses (through articulations with University of Texas-Tyler, Austin Community College, etc.) and have engaged in meaningful internships and Work Based Learning(WBL) at Sigma Surveillance Inc., Harditech, and Kimley- Horn and Associates. Students will have the opportunity to earn various industry certifications while they are in high school, including Computer Aided Drafting (CAD) certificate, Personal Computer User Support, or Networking Support.

Learning environments will be flexible: students will engage in PBL across various locations - from a college campus to Sigma's training center, and at many different times - including extended day and summer enrichment programs. Students will engage in work- based learning (WBL) experiences sequenced along a continuum, beginning with career awareness and 25 hours of job shadowing in 9th and 10th grades, with intensive on-site WBL in 11th and 12th grades. English and math courses, reflect an integration of CS concepts and skills as defined in collaboration with Eastfield College, Richland College and Sigma Surveillance.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At maximum size, PTAA- Fate does not plan to have more than 100 students per grade level who are actively enrolled in the ICIA program, which allows for more personalized attention to each student. Aside from the small cluster/cohort sizes, PTAA will provide each student with a dedicated staff member to serve as a academic mentor. These academic mentoring periods will be built into the school day during a scheduled advisory period. Over the course of a week, each mentor will be scheduled to check in with each student to review grades, missing assignments, attendance, job shadowing hours, and overall well-being utilizing AVID training and resources. These check ins will be documented and intended to maintain a proactive, supportive environment for the student. With respect to flexible class scheduling, the programs will maintain flexible scheduling that allows students to be transported to IHEs for dual credit courses as well as meet job shadowing requirements. Students will be able to complete requirements as part of the school schedule as part of built in learning opportunities during the CTE/ PLTW courses. Flexible scheduling in the 13th year as well as summers will allow students to retake courses as needed, should he or she not successfully meet course requirements during the first time taking the course. While the program will set in place academic interventions and support to avoid this scenario, the campus programs also understand the importance of having a proactive plan in place should the situation arise. The role of ensuring flexible scheduling to allow for more course of study options to accommodate student, IHE, and industry partners will be a duty of the hired Program Director. These duties include but is not limited to developing a plan for ongoing academic support, providing tutoring or Saturday school for identified students, and providing more advisory and/or college readiness and support time built into the program of study. PTAA plans to utilize grant funds to purchase established, research based systems to better train staff to support students in this type of program. These resources include AVID training, resources, and support as well as attend the June 2018 AVID Summer institute in Dallas, TX, the April 2018 ECHS Dual Credit Conference in Denton, TX, and the ECHS Best Practices Summit in August 2018 , which would provide training, knowledge, and support to the program staff on how to best support all students in this model, but particularly those from targeted populations. Additionally, PTAA' district model requires that all instructors are ESL and SPED certified as an additional extension of support to targeted groups.

Statutory Requirement 5: Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA waives all testing fees for its students. As a practice since the first day of school, we have sought grant funding, donations from private individuals and corporations in order to enrich programs and opportunities for our students. The Board is committed to this program and will make funds available for all costs associated with the ICIA/P-Tech program from its allotment funds or other sources. That includes costs for transportation, instructional materials, books. PTAA will work with local, identified IHE partners to ensure that all MOUs specify that tuition and fees are waived for participating students. Textbooks and costs associating with transporting students to community college campuses will be covered by the school. Additionally, the ICIA program model will be designed such that the dual credit by examination courses are all offered on the high school campus free of charge to participating students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA- Fate, based upon the district plan and local workforce needs, as identified by the North Central Texas Workforce Commission, plans to focus its program in the areas of Architecture and Construction as well as Information and Computer Technology. The local IHEs which have pre-existing degree and certificate programs that PTAA could appropriate and adapt for its ICIA program, are Eastfield Community College (Information and Computer Technology & Computer Aided Drafting Technology) and Richland College (Cyber Security and Network Security). Upon receipt of the planning grant, PTAA plans to begin communication with both institutions to establish ECHS agreements that allow students as early as 9th grade to take dual credit by completion courses. Based upon their course catalog and course prerequisites, the PTAA program director and IHE dual credit team will develop a minimum of three program pathways (two in IT/ Digital Technology and one in Energy) to allow students to complete the associates degree and certification program by graduation. In addition to local community college IHE partners, the PTAA district currently has an MOU with the University of Texas at Arlington to allow students to take dual credit courses.

IHE representatives will also be invited to become part of the program leadership team and/or advisory council. The leadership team will meet monthly and guide program direction based upon reported summary of program progress and data. The advisory council will meet quarterly and will consist of mostly business and industry partners that will advise tweaks in developed pathways to better align with local workforce needs. Through regular communication in the leadership meetings and mutual respect, the partnership between PTAA- Fate and the IHEs will be maintained. Last, all dual credit MOUs will be reviewed and updated every two years at a minimum, albeit in the beginning years of the program, the agreement will most likely be reviewed, updated, and re-signed every year in accordance with program updates and needs.

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the PTAA district already has an MOU in place with Sigma Surveillance, Inc. This MOU outlines the provision of work based learning experiences in the IT sector to PTAA students in 8th grade and above. As the ICIA program is established and grows, PTAA plans to continue communication and establish similar agreements with the following business and industry partners:

- Kimley Horn and Associates – Architecture firm – proposed to provide job shadowing experiences to program students as well as fieldtrips, site tours, and mentor- guided WBLs to students in the Architecture and Construction program pathway.
- Harditech – Information Technology company - proposed to provide job shadowing experiences to program students as well as fieldtrips, site tours, and mentor- guided WBLs to students in the cybersecurity, networking security, or PC user support program pathways.

Attached to this application are two letters of support/ MOUs with Sigma, Harditech, and Kimley- Horn. Per the MOUs, the business and industry partners agree to offer job shadowing hours and mentor based WBLs to participating students. Business representatives will also be invited to become part of the program leadership team and/or advisory council. The leadership team will meet monthly and guide program direction based upon reported summary of program progress and data. The advisory council will meet quarterly and will consist of mostly business and industry partners that will advise tweaks in developed pathways to better align with local workforce needs. Through regular communication in the leadership meetings and mutual respect, the partnership between PTAA- Fate and the industry partners will be maintained. Last, all MOUs will be reviewed, updated, and re-signed every year in accordance with program updates and needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The North Central Texas Workforce Board serves Rockwall County and provided us with data on high demand, high paying jobs, industry needs, and trends in employment sectors that were essential in our decision to offer the Architecture and Information Technology Cluster Pathways for our ICIA campus in Fate. We are working with the workforce development Board to add a board member to our planned Advisory Council that will meet quarterly to update PTAA on the latest developments and trends in area workforce industries and employment. Adjustments to program pathway certificate programs will be made accordingly based upon the feedback provided by the Advisory Council regarding workforce trends in the surrounding areas. The purpose of the program is to graduate Students who are fully equipped with the skills, academic knowledge, and certifications to meet local workforce needs.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of PTAA- Fate's unique program, students are allowed to select from several different program pathways that combine three core opportunities for college credit in the form of Advanced Placement (AP), PLTW, and dual credit courses from IHE partners. The AP courses and PLTW courses will be offered on the high school campus as part of the FSP + endorsements pathways. The unique graduation pathways expected to be offered at PTAA, the FSP courses will be designated as required courses for all students. On each student's graduation plan, the requirements for the FSP and the course courses will be listed and maintained as prerequisites for pursuing Dual credit courses in the core curriculum areas. Dual credit courses will supplemented as course options available to the student in available open course spots in his or her schedule after FSP courses have taken priority. For example, dual credit courses can be taken in place of elective openings in the student's schedule, or in lieu of certain AP courses, or as applicable senior level courses (e.g. Engineering capstone courses, Government etc).

Students will be scheduled to meet FSP +Endorsement core requirements, consisting of four Math courses (including Algebra II), four English courses, four Science courses, three Social Studies courses, one Fine arts credit, one Physical education credit, to Languages Other than English credits, and seven elective credits.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The implementation team will consist of the Superintendent, principal, and Program Director at the PTAA-Fate campus. They will consult monthly with the program leadership team and quarterly with the Industry partner and the IHE partner and with the workforce board every 6 months. Quantitative and qualitative data will be collected daily/weekly by the Program Director, teachers, principal and staff on students: attendance, behavior, grades, discipline, social-emotional well-being, academic progress. Data on staff hiring, TSI testing, AVID program implementation, professional development and training of teachers, conference attendance will be analyzed. The key is regular data collection and timely analysis so intervention, changes can be made so progress continues. Our goal is for every student who enrolls to stay in and complete the program. This requires a whole-school whole-staff approach to collect data, to use that in real time to support students. Certifications and college degrees and high school diplomas and students being hired in high demand occupations are the end goals and our process will be to ensure that we accomplish that. Data on staff PD, AVID implementation, hiring of Program Director, highly qualified teachers, administration of TSI pre test and TSI test, increased enrollment of underrepresented groups will be included in the review to ensure program implementation is on track. Grant goals will be broken down into quarterly, quantitative objectives that can be monitored with respect to student achievement and progress as well as program budget.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The committee will be composed of members from all stakeholders: parents, community, industry, IHE, Program Director principal and superintendent. They will meet quarterly and review progress, make changes as needed and decide next steps,

The Principal is in charge of day-to-day campus operations and will meet weekly with grade level teacher team leaders to track progress and institute changes and or plan support. Grade level teachers will hold weekly team meetings to discuss student data, plan interventions, problems solve issues. Team leader reports to the Principal. Teachers in Advisory and content classes meet student needs as they arise and inform the Program Director. The Program Director will meet weekly with the Principal, who will then report to the Superintendent.

The campus Leadership Team- Principal and Program Director - will meet monthly with the Superintendent. The Superintendent will report to the school board.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057850003

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA-Fate campus will use AVID as a resource to meet the social/ emotional needs of students. The staff at PTAA-Fate will undergo training to better understand how to identify students who are struggling and how to support them. Each student will have a daily Advisory period built in and that teacher will use a soft skills curriculum to build habits of mind as students navigate the complexities and stresses of the program. Being academically prepared to work at the college level is one part of the equation; that builds confidence and a college going identity. Life outside of school presents factors that affect concentration and learning. PTAA-Fate will have grade level teams made up of teachers with one being the team leader. Team leaders set the culture and students know the team leader is trustworthy and will advocate for them. The Principal meets weekly with team leaders and together they set the agenda for the weekly team meeting. At that meeting, each student in that grade level is tracked for grades, attendance, behavior changes, social and emotional struggles, health, discipline, crises. When needs are identified, the team creates a plan of support. The principal receives feedback from the team leader and may decide to involve outside resources to bolster the support. We found that a well implemented advisory program is critical to student support. Keeping it open and real are essential elements in building trust. With the AVID program, we will have a more robust way to support students. We will add mentors from industry, high education, retired volunteers, and business to meet with our students weekly and give them an additional resource.

TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA is a certified TSI testing site for all its campuses. The district waives all testing fees for students and will utilize TSI data to individualize students programs and supports

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057850003

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057850003

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057850003

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057850003

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057850003

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057850003

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057850003

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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